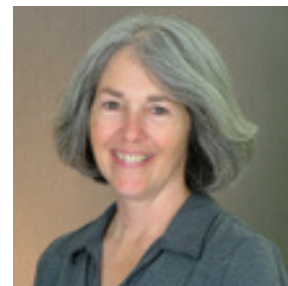




Undergraduate Education e-Newsletter

Chairperson's Message

Welcome to this year's Fall edition of the UEN Newsletter! We're excited to share highlights for another year of undergraduate education in toxicology. We had a highly productive year last year under the leadership of Phil Wages who put in a little overtime on the completion of a new Introduction to Toxicology Slide Set which is ready to download and an updated Toxicology Careers slide set which will be finalized soon. You can find these resources and more on the [SOT web site Educators section](#).



Chris Curran, EEOC Chair

EEOC was proud to support numerous undergraduate experiences since our last newsletter. Through the SOT Undergraduate Research Awards (SURA) Program, we funded 19 outstanding undergraduate students to attend SOT's Annual Meeting in San Diego last March. Over the summer, the SOT Internship Support Program enabled 21 students to gain valuable research experience in toxicology labs at seven institutions across the US. Highlights and reflections from these Undergraduate Research Interns can be found on [page 6](#). Applications for the upcoming round of SURA and Internship Support are now open, with deadlines on October 16, 2026 (SURA) and January 8, 2027 (Internship Support). We encourage you to consider these opportunities and share them with your institution, students, and trainees.

At the San Diego SOT Annual Meeting, there were featured 22 posters during the Educating Future Toxicologists and Communicating with the Public Poster Session. We invite you to consider submitting a poster for SOT 2027 Annual Meeting in San Antonio. Don't forget you have until Nov. 13th to [submit your abstract](#). Regional chapter meetings are a great opportunity to spread the word about this important poster session. More details and deadlines are available on [page 5](#). EEOC also hosted our annual UEN webinar in June under the leadership of Kym Gowdy in collaboration with our trainee representatives on "Preparing the Next Generation of Educators: Pathways and Professional Development in Higher Education Teaching." The recording, along with other UEN webinars, can be accessed through [SOT's Education Resources](#).

Looking ahead, we are examining our broader mission by considering an expansion of the efforts of SOT's excellent UEN ToXchange community to include all who have a role in toxicology education. Based on feedback from graduate educators, those with dual roles training undergraduate and graduate students, and professionals who teach on an ad hoc or adjunct basis, we know that we are stronger when we work together collaboratively to share resources and ideas. As we continue to explore opportunities to better connect toxicology educators, we anticipate that the UEN Discussion email list, this newsletter, and related resources may evolve into a network for both undergraduate and graduate educators. Thank you for your continued engagement and support as we work toward strengthening the toxicology education community.

Finally, I want to extend my sincere gratitude to my fellow EEOC colleagues, especially Christie Sayes and co-chair Greg Landry for their dedication in preparing this newsletter and to our Team Leads Christie and Kim Zaccaria for their coordination of the MANY graduate and undergraduate award applications EEOC manages.

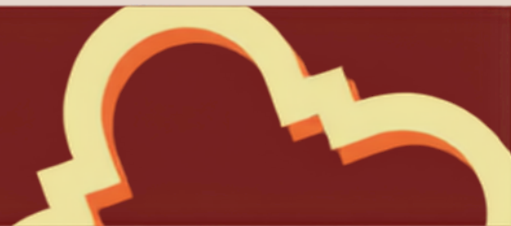
Chris Curran
Chair, Education and Experiential Opportunities Committee

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SAN ANTONIO, TX
66TH ANNUAL MEETING
& ToxExpo • March 14-17, 2027



ANNUAL MEETING ACTIVITIES FOR STUDENTS

UNDERGRADUATE EDUCATION PROGRAM

Sunday, March 14, 8am-5pm

Explore Toxicology—A daylong program introducing diverse disciplines within the field

Engaging Science—Three expert-led presentations and a real-world case study

Grad School Insights—Meet graduate students and program directors to learn how to craft competitive applications

Career Connections—Network with SOT mentors and toxicologists from academia, industry, and government to discover career paths



STUDENT/POSTDOC SCHOLAR MIXER

Sunday, March 14, 6:00 to 9:00 pm

Unwind, make new friends,
and enjoy an evening of learning
and fun with fellow SOT, and
toxicology peers and colleagues.
Add-on registration
required (no fee).

IN VITRO LECTURE & LUNCHEON FOR STUDENTS

Monday, March 15, 12:00 to 1:30 pm

Hear cutting-edge research on
alternative methods, join table
discussions on emerging toxicology
questions, and connect with peers and
award recipients.

*Add-on registration
required (\$10).*

UNDERGRAD GAB WITH A GRAD OVER GRUP

Tuesday, March 16, 12:30 to 1:45 pm

Undergrad Meet-Up—Connect with
peers, SOT travel awardees, and grad
students to learn about graduate
school and SOT opportunities—lunch
included!

No registration needed.

Undergraduate Awards

SOT has a variety of awards to support undergraduate students attending the Annual Meeting and for other activities. **The deadline is October 16** for the SOT undergraduate awards; if an accepted abstract is a criterion, the abstract also must be submitted by October 16. See [SOT Apply](#) and check the "Undergraduate Students" filter for a complete listing, including component group awards. A student may apply for any award for which they are eligible, but in one year, will only receive one of the national awards that provides travel support for the Annual Meeting.



KEY DEADLINES

October 9
SOT Education and
Undergraduate Educator
Award Nominations

October 16
SOT Undergraduate Award Applications
Abstract Submission
for undergraduate student awards

November 13
Abstract Submission

SOT funding provides support for travel, lodging, and access to special undergraduate activities at the SOT Annual Meeting.

Undergraduate Development Program Student Travel Award

Students are selected to attend the three-day Undergraduate Development Program and receive meeting registration, travel funding, and lodging. SOT is committed to inclusiveness in all its activities. We recognize that recruiting individuals with a wide range of perspectives, experiences, and backgrounds enhances creativity and drives innovation across our Society and scientific field.

- [Student Information and Application](#)

Perry J. Gehring Diversity Student Travel Award

Students who (1) received the Undergraduate Diversity Award (now the Undergraduate Development Program Award) within the last four years, (2) submit an abstract for the meeting, and (3) are from racial/ethnic groups underrepresented in the sciences can apply for this SOT meeting travel award.

- [Information and Application](#)

SOT Undergraduate Research Award

Undergraduate students who submit abstracts can apply for this award. Abstracts are due October 16. Awardees receive meeting registration, travel support, lodging, and special recognition.

- [Information and Application](#)



Remember:

UNDERGRAD **REGISTRATION**
IS FREE!

Students use the [Registration Form](#) PDF and send a copy of their student ID to [SOT Registration](#).



Awards for Undergraduate Educators

Undergraduate Development Program Advisor Travel Award

Faculty who are not members of SOT can apply for the Undergraduate Development Program Advisor Travel Award. Those who are selected receive meeting registration, travel support, lodging, and attend the Undergraduate Development program. Application deadline is **October 16**.

- [Faculty Information and Application](#)



The Lois Lehman-McKeeman Undergraduate Educator Award

This award is sponsored by the SOT Endowment Fund and is presented to an SOT member who is distinguished by outstanding contributions to the teaching of undergraduate students in toxicology and toxicology-related areas and whose efforts support the Society's strategic efforts to "build for the future of toxicology." This award consists of a plaque that is presented at the SOT Annual Meeting Awards Ceremony and a cash stipend. Application deadline is **October 9**.

- [Information and Application](#)

Additional Undergraduate Funding (for experiences outside of the Annual Meeting)

Experiential Opportunities Career Development Award

Undergraduate Affiliates (including postbaccs) and Graduate Student members from groups underrepresented in the sciences can apply for up to \$1,000 funding to support educational and career development experiences.

Application deadlines are **September 30, 2026**, and **April 30, 2027**.

- [Information and Application](#)

SOT Internship Program Support

SOT funding is available to enable the support of undergraduate internships in toxicology. Intern hosts can be from both existing and new summer research programs that offer opportunities for undergraduate students to engage in high-quality toxicology research under the guidance of an SOT member. See details of 2026 internships on Page 6.

Application deadline **January 8, 2027**.

- [Information and Application](#)

Tiny Tox Talk at SOT 2027

San Diego was the site of the first SOT Tiny Tox Talks program in 2022, and these mini-presentation have grown in popularity since. Several EEOC members have both attended and presented in the "Tiny Tox Theater", and found these informal sessions to be a wonderful venue for reaching both colleagues and students. The setting is well-suited to foster interactive sessions on topics such as novel teaching modules, curriculum, approaches, mentoring and research experiences, or other topics of mutual interest to educators and/or students. Sessions last no more than 20 minutes, with Q&A, in the semi-enclosed, 50-seat Tiny Tox Theater in the ToxExpo. [Information](#)



Calling All Educators!



Bring Your
Innovations in
Education to the
2027 SOT Annual
Meeting!



Submit a poster on education and training in toxicology!

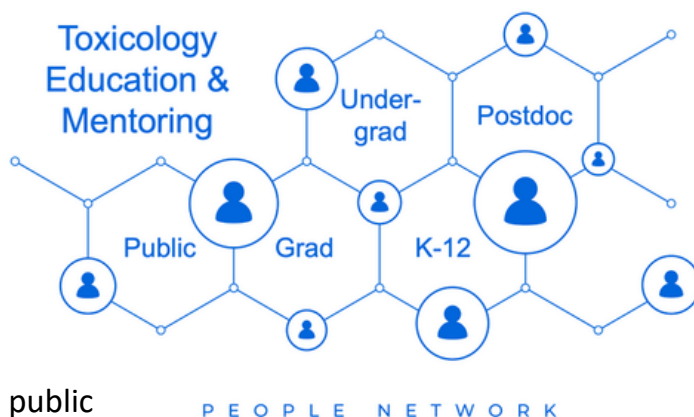
Abstract submissions are due **November 13** at 11:59 pm (US EST, UTC -5)

The session is focused on toxicology education that occurs at all levels
~ outreach to the public, K-12, undergraduate, graduate, post-doctoral, & professional training ~

Presenting a poster at the SOT Annual Meeting is an excellent opportunity to share your work with others and to network with other toxicology educators.

Topics of Interest Include, But Are Not Limited to:

- Toxicology content for courses & lab activities
- Summer research experiences
- Innovative methods of teaching
- Graduate mentoring innovations
- Career development training
- Translating toxicology to the public
- Risk communication at all educational levels & the public
- Programs to improve recruitment into the discipline of toxicology



Guidelines for Writing an Effective Education Abstract

What is the activity and its connection to toxicology?

Who is in the population being served?

What are the learning outcomes/objectives for the activity?

What are the details that can inform other practitioners?

How has the effectiveness of the activity been evaluated?

Abstract submission fee is \$70.

Undergraduates who are presenting authors receive a discount.

Additional Details

The SOT Scientific Program Committee reviews submissions. Abstracts related to education or outreach fit the “Educating Future Toxicologists and Communicating with the Public” category. Include project background, goals, methods, results, and implications. Differentiate facts from opinions. Literature reviews are insufficient.

Follow the SOT Abstract Directions for guidelines.

Feedback From 2026 SOT Undergraduate Research Interns

This summer EEOC members Christine Curran, Christie Sayes, and Jamie Bernard hosted a virtual event for SOT supported interns to learn about their internship experiences and discuss opportunities with SOT available to undergraduates. Fourteen interns delivered brief two-minute presentations covering a wide range of toxicology topics, including neurodevelopment disorders, environmental contaminants, liver toxicity, reproductive toxicology, and non-nutritive sweeteners.



Key Takeaways!



Intern Highlights:

- Learning the balance between independent learning and mentored guided learning.
- Learning to be more independent with literature reviews to understand the project.
- Learning new lab techniques including animal ethics and how to handle them.

Overall Experience:

- All participants felt like they made a significant contribution to research.
- Majority of interns are likely to pursue a career in research.

"Eight or ten weeks may sound like you have infinite time at your summer program, but it goes by faster than you expect. So does your time in college. Make the most of your summer research experience, and I don't mean that you always have to be performing experiments or leading projects. There's always something more you can do in the lab, whether it's shadowing on different experiments or reading up on current research in your field, learning a new computational skill, or even lending a helping hand by autoclaving or cleaning glassware! The lab is like no other place in your life; there's always something new to learn, someone new to meet, and new ways to grow."

"It's okay to not know something; Don't pretend; you're learning things for the first time. Find out what you're doing; why you're doing it."



Alyssa Williams and
Dr. Ramachandan
University of Kansas Medical Center



Stephanie Taffe
Purdue University



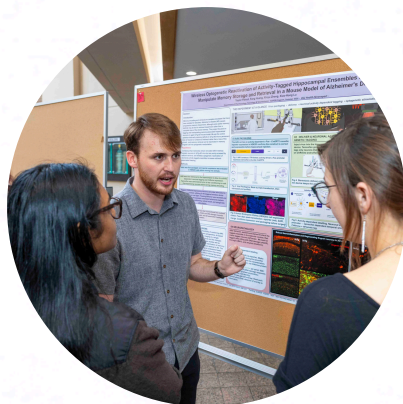
Muhammed Matar
Purdue University



Lisa Neumeister
Purdue University



Jo Schultz and Angela Ontanon
University of Kansas Medical Center



Taylor Patout
LSU Health Sciences Center-Shreveport



Jenny Chen, Emma Andrechek, Jaiin Chung,
Rutgers

To learn more or apply, visit [SOT Internship Program Support](#).
Deadline for Summer 2027 Internship Program Support is January 8.

The ToxMSDT Program: Toxicology Mentoring and Skills Development

Mindy Reynolds, Washington College

Project Overview

The Toxicology Mentoring and Skills Development (**ToxMSDT**) program (NIH NIGMS R25GM139200) was a five-year project to support undergraduate students through structured mentoring and professional development in toxicology. The program paired students with toxicologist mentors for monthly virtual meetings, provided site visits to mentors' workplaces, and the mentees attended the Society of Toxicology (SOT) Annual Meeting. Led by Principal Investigators Wilson Rumbeiha (University of California Davis) and Jodi Flaws, (University of Indiana Urbana-Champaign), ToxMSDT aimed to guide students toward graduate studies and careers in toxicology, with support from multiple institutional partners, including SOT.



ToxMSDT
Students
@SOT

Project Curriculum

A central component of the program is the development of free, online undergraduate curriculum materials available to all learners and suitable for classroom use. Updated from the initial pilot and expanded with new modules and case studies, the curriculum integrates SOT's Toxicology Learning Objectives, One Health perspectives, and active learning strategies. The curriculum effort is coordinated by SOT, with Mindy Reynolds (Washington College) as lead, alongside Joshua Gray (US Coast Guard Academy) and Betty Eidemiller (SOT). Numerous SOT members contributed to the development of the module and case study content. Students who complete the modules with an adequate score on the final exam receive a certificate of completion via email.

The **ToxMSDT modules and case studies** can be easily integrated into a wide range of undergraduate courses, from major-level classes to non-majors courses focused on health and the environment. Instructors can assign modules as preparatory work, using class time to deepen discussion, apply concepts through real-world scenarios, and identify areas where students need further support.

Available Modules

- **[ToxTutor](#)**: Principles of Toxicology Parts 1-4: Provides a concentrated overview of toxicology concepts.
- **[Applied Systems Toxicology](#)**: Introduces advanced toxicology tools like genomics and metabolomics.
- **[Biochemistry](#)**: Explores the role of enzymes in the metabolism of toxicants, as well as how various enzymes can be inhibited by toxicants and toxins, and the resulting physiological effects.
- **[Developmental and Reproductive Toxicology](#)**: Explores the impact of toxicants on development and reproduction.
- **Environmental Exposures**: Considers environmental ethics and the impacts of air and water pollution.
- **[Genetics](#)**: Discusses how toxicants can impact genetic material, protein production, and have transgenerational effects.
- **[Neurotoxicology](#)**: Explores the nervous system and vulnerabilities to toxicants and toxins.
- **[Pathophysiology](#)**: Reviews how toxicants impact cells, organs, and body systems, and how these effects disrupt homeostasis in exposed organisms
- **[Reproducibility and Rigor in Experimental Toxicology](#)**: Highlights the importance of reproducibility in toxicological research, emphasizing sound experimental design, control of confounding factors, and robust methodologies to ensure valid and reliable data collection.



The ToxMSDT Program: Toxicology Mentoring and Skills Development (cont'd)

Available Case Studies

- [Aflatoxin](#): Explores aflatoxin toxicology, how it was discovered, and the importance of a OneHealth perspective.
- [Arsenic](#): Explores the cellular processes and genetic changes leading to neoplasia, including the mutational theory of carcinogenesis, the role of tumor suppressor genes like p53, arsenic-induced DNA alterations, and regulatory measures protecting the public from arsenic exposure.
- [Ethanol](#): Explores alcohol intoxication, blood alcohol content, and the acute and chronic health effects of ethanol.
- [Forever Chemicals](#): Analyzes the toxicological consequences of products and policies that lead to contamination of the environment.
- [Lead](#): Explores how legacy uses of lead in water pipes became a serious public health concern.
- [Pesticides](#): Explores the health effects of pesticides, how their use can cause disease and why they're regulated.
- [Toxic Tracks](#): Investigates health impact of and regulatory responses to a train derailment.
- [Vaping](#): Explores the health effects of vaping and how toxicologists assess risk by examining e-cigarette chemicals, aerosols, and ongoing research on vaping's impact on respiratory health.

Evidenced-Based Teaching Resources—CourseSource

SOT has partnered with [CourseSource](#), an online journal that targets the publication of evidence-based and tested exercises for use by undergraduate educators in the classroom.

CourseSource includes great ideas to incorporate in your teaching! Several [examples](#) have been accepted in the toxicology collection, including papers written by SOT members Mindy Reynolds, Lauren Aleksunes, and Joshua Gray. Based on the recent survey results, "A Case Study for Teaching Toxicology: Using Whales as an Indicator for Environmental Health" is the most popular resource for UEN members.

In addition to utilizing existing resources, did you know you can contribute to CourseSource? If you have a classroom exercise that you've used for years that you want to share with the broader toxicology community, SOT encourages you to share your efforts with your peers and help advance toxicology education!

Joshua Gray and Wade Powell are the course editors for toxicology and can help guide your paper at any time during the process.

To start, visit the CourseSource website and select the article template for the type of article you want to submit.

It helps to download other articles of the same type to get a feel for what is typically included in a CourseSource paper.



Joshua Gray



Wade Powell

St. John's University—Toxicology Events and National Toxicology Week 2026

Sue Ford, St. John's University

Here we go again- the new semester is already upon us, *aestas fugit* (summer flees)! I hope you've had a great summer and have regrouped your forces. Last spring our Pharmaceutical Sciences Department's Doctoral Seminar series focused on AI in research. We had dynamic speakers from the various disciplines and for toxicology were delighted to have Dr. Weida Tong, Director, Division of Bioinformatics and Biostatistics at NCTR who spoke on "Generative AI for Drug Safety." The academic year was topped off with Tox Expo. Graduate and undergraduate students displayed their research and projects in the poster session. In addition to their scientific poster the senior class presented their capstone project, a risk assessment of a hypothetical disaster, as a "press conference" to the hypothetical affected community. Students and faculty in the audience played the roles of community members to address stakeholder concerns. Our keynote speaker this year was our own MS graduate Andrew Warren, Director, Raw Material Safety Global Product Safety & Green Chemistry, Estée Lauder. Andrew's presentation was on "From Molecules to Makeup: How Toxicologists Shape Safe Beauty Products" which attracted a full audience from various programs in the College.



Image from Wikipedia

We are working on Toxicology Week 2026, which will be November 9-13. Diane Hardej is working on a line-up for Career Night, featuring four of our alumni interacting online with current students and faculty about their career paths. This year one of our alumna will be the featured Tox Week speaker, Elba Arango, Assistant Director of Toxicology, NYC Office of Chief Medical Examiner. And for Movie Night we'll be taking it light this year with the Cary Grant comedy "Arsenic and Old Lace."

Can You Help Educate Undergraduates About Toxicology and Career Opportunities?

SOT encourages members to visit campuses to present toxicology to undergraduate students and to discuss career opportunities in toxicology. The students might be majoring in disciplines such as chemistry, biology, and environmental science. Visits like these support SOT's efforts to recruit future toxicologists.

SOT supports these visits by supplying [Introductory Slides Sets](#) that can be used in presentations and other web-based resources, including:

- General Introduction to Toxicology
- Toxicology as a Discipline
- Toxicology Concepts
- Careers in Toxicology
- SOT Information and Summary



SOT can also send [SOT Student Programs Cards](#) to distribute during the visit. For more information about these resources or if you are interested in arranging a visit but don't have a specific SOT member in mind, please contact [Jenna Pelsey](#).

The Inclusion, Diversity, and Engagement Committee appreciates [information](#) about visits made by SOT members to undergraduate audiences and encourages members who make a visit to write an SOT *Communique* blog.

EEOC Graduate Member Profile

From Dubai to New Jersey, and from immunotoxicity models to DART

This newsletter feature highlights our Graduate Student member, Nada Daood.

Nada Daood is half Ethiopian, half Eritrean, and was born and raised in the the United Arab Emirates (UAE). She completed her undergraduate degree in Pharmacy in the UAE, then went on to pursue a master's degree in Medical Microbiology from the University of Manchester in the UK. While applying for PhD programs, she was drawn to the US after her brother came to the country for his undergraduate degree. Several years later, she is finishing a doctorate in Pharmaceutical Chemistry at Rowan University in New Jersey, serving as the SOT Graduate Student Leadership Committee liaison to the SOT Education and Experiential Opportunities Community (EEOC), and preparing to defend a thesis on predicting congenital defects from prenatal drug exposure.



Nada Daood at SOT, 2026
San Diego, CA

Building models for the hard endpoints

Nada's research sits at the computational end of toxicology, and she has a habit of picking outcomes that are difficult to predict. Her Master's project built models for immunotoxicity—an endpoint notorious for resisting prediction. It went well enough to yield a publication, but what pulled her toward it in the first place was personal curiosity about how the immune system responds to everyday exposures.

That curiosity has since moved into developmental and reproductive toxicology, which is where she will continue her focus after her defense. "As a woman, I've always been especially interested in this field," she says. She reads widely outside her own literature, and one shift in her thinking came from realizing how much of reproductive and developmental health is not written in the genome. "Sometimes if we change certain habits, or our food, or our lifestyle, things improve greatly. It can be the result of chronic exposure to what's in the air, the food, or the water."

Her current models aim to predict congenital defects following prenatal drug exposure. After her defense, she'll continue with her advisor as a postdoc, extending the work in two directions: incorporating human exposure and concentration–response profiles, and using large language models to mine the published literature for structured data on how drugs and environmental pollutants affect reproductive and developmental outcomes.

What does SOT membership mean to you?

Asked what she values most about SOT membership, Nada doesn't hesitate: the community, and specifically its scale. "SOT is just the right size. It's big enough and small enough at the same time." She contrasts it with much larger societies where meaningful relationships are harder to form, and notes how readily the specialty sections intersect—a point proved mid-interview when she mentioned a collaborator at Inotiv and it turned out to be someone from the interviewer's own site.

A senior lab mate who had been attending annual meetings since her undergraduate years encouraged Nada to join and then to move into leadership. Three years in—"I'm still an infant compared to members who've been here thirty years"—she credits the Society with strengthening her commitment to the field itself. "SOT is one of the reasons I want to stay in toxicology. I love this community. It's been embracing, cooperative, and encouraging." She now recruits informally, asking students back home whether they've considered toxicology, or research in the US.

Next on her list: running for a position with a postdoctoral specialty section.

Six months, no constraints

We closed with a favorite question: six months, no responsibilities, no budget. Where do you go?

Multiple stops, in her case. US national parks come first—her brother's photographs from Glacier and Yellowstone have made her envious, and the graduate stipend has kept her out. Then Iceland, for the aurora borealis, a lifelong ambition. Somewhere dark enough to see the Milky Way. And a few months living in Sweden, where she has family and where her first landing felt like the world had been upgraded. "It was like seeing everything in 4K. The air is pure, the water is clean."

EEOC Committee Member Profile

This newsletter feature highlights an EEOC member in their final year of service on the committee.

Q: In 3-4 sentences, describe your research/work to our readership?

My primary work involves development of government-sponsored toxicological risk assessment projects, including systematic reviews, with an interdisciplinary team of toxicologists, chemists, and information scientists. I particularly enjoy working new approaches and technologies into the risk assessment processes, including new ways to visualize and interact with data. As a supervisor and program manager, I am also involved in mentoring, training, proposal writing, and other management activities.



Kim Zaccaria, PhD, DABT.
Supv, Senior Toxicologist II
SRC, Inc.

Q: Describe your journey in toxicology. When did you first become interested in the subject?.

My journey to toxicology was anything but straight! My initial undergraduate major was Physical Therapy, but when I discovered I enjoyed the science behind therapy more than the active practice I switched gears. In graduate school my research focus was developmental neurobiology – and I had every intent to continue in academia in that field. But life had other plans. My original postdoc lost funding, and I was left trying to find an opportunity that wouldn't uproot my young family. That came in the form of a unique position at a company called SRC, Inc. They had an industry postdoctoral program in toxicology that took graduate students from related fields, even if they had never taken a toxicology course. I walked into the interview knowing very little about toxicology, and even less about human health risk assessment. But I was offered the job, and discovered a career that was engaging and rewarding. Despite a lack of formal toxicology training, the skills learned in graduate school were transferable, and after 18 months SRC hired me permanently and I have now been with them for 15 years.

Q: How has being a member of the EEOC Committee of SOT helped you from a professional development perspective?

I've had the privilege of being on the EEOC Committee (as well as its predecessor FUTURE) for nearly 5 years now. Since I am not an educator, being on this committee has been a wonderful way to remain engaged in educational outreach in the toxicology community. It has created valuable networking opportunities with colleagues across diverse sectors – connections I might not have been able to make otherwise. Most notably, this included the opportunity to co-chair an SOT Education-Career Development Session with another EEOC (then FUTURE) member in 2024 (Dr. Tiru Damodaran). The session was an idea sparked from a conversation during a monthly committee meeting.



SOT 2024: Preparing the Next Generation of Toxicologists: Integrating Practical Applications and Diverse Career Paths into the Experience.

Q: What advice would you give an undergraduate considering a career or research opportunity in toxicology?

The best advice I received when considering graduate school was to pick the principal researcher, not the research. While you obviously need an interest in the research you are going to be doing for several years, having a strong relationship with your mentor will do more for your educational growth than any other factor. You need a mentor that is a good fit for your learning style. As my career trajectory proves, you can shift between fields within science if you have a strong educational base. But if you do not have a supportive mentor that you “click” with, you can create unnecessary obstacles for yourself on your journey. I have had some amazing mentors along my path, and I am forever grateful for this advice (that I thankfully listened to!).

Q: How can toxicology help to make a more equitable and inclusive world?

As a human health risk assessor, part of my job is to identify potentially susceptible subpopulations. This can be due to disproportionate risk from exposure (e.g., at-risk communities) or effect (e.g., genetic predisposition, sensitive stage of development). Due to the nature of our research, our field is uniquely positioned to identify any potential environmental justice issues from disproportionate risk and propose potential remediation measures for risks from exposure or medical interventions for risks from effect.

EEOC Committee Member Profile: Dr. Kim Zaccaria (cont'd)

Q: Aside from toxicology, what hobbies or interests do you pursue?

My favorite thing to do is to spend unplugged time in nature with my family. We like to spend time in the Adirondacks or local hikes with our dog. I also enjoy Broadway musicals, reading/audiobooks, and sewing. I recently started quilting (which is great while listening to showtunes or an audiobook!). SRC actually started my quilting journey due to a sweet tradition when a colleague has a baby. Coworkers each make a quilt block, and the new parents get an "SRC quilt" for their little one. Recently, we have extended the tradition to include "retirement quilts". I have enjoyed become the resident SRC quilter.



[Top Left] Kim spending quality time with her husband Mike and sons Tony (18) and Joey (17). [Top Right] Adirondack adventures with the family dog, Tasker. [Bottom] SRC "retirement" quilts.



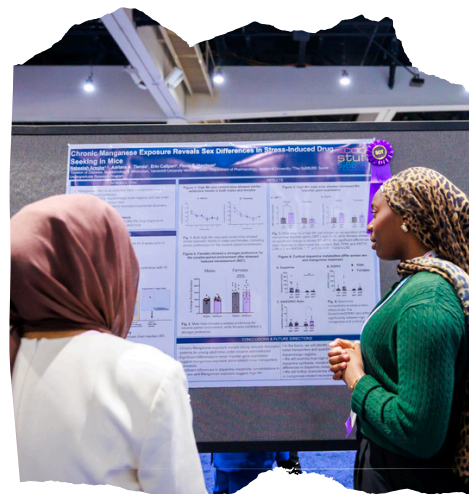
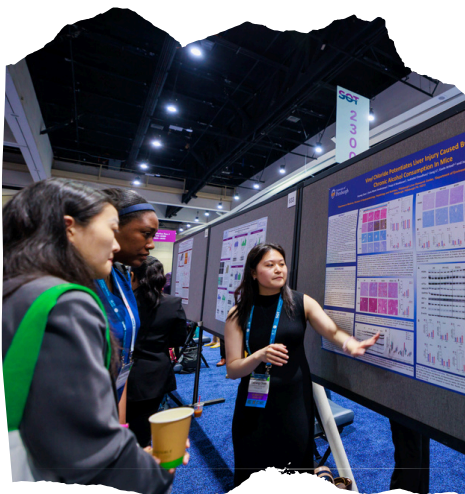
SOT-Sponsored Podcast: Adverse Reactions



Looking for unique material for your classroom? Check out 32 episodes of this [podcast](#), presented by the Society of Toxicology (SOT) and hosted by SOT members Anne Chappelle and David Faulkner.

Recent titles include:

- Boom! When Evolutionary Biology and Toxicology Collide Tox in Your Backyard
- Toxicology Is a Team Sport: The Science of Working Together



SOT Education and Experiential Opportunities Committee

The Education and Experiential Opportunities Committee (EEOC) will develop and administer opportunities and educational resources for (1) students and postdoctoral scholars to expand their knowledge by attending educational and professional events and (2) graduate and undergraduate educators to enhance their ability to increase awareness of toxicology among the academic community.

Members (2026–2027)

- **Chris Perdan Curran**, PhD, EEOC Chair, Northern Kentucky University
- **Greg M Landry**, BS, PhD, DABT, EEOC Co-Chair, Massachusetts College of Pharmacy & Health Sciences
- **Jamie J Bernard**, PhD, Michigan State University
- **Kymberly M Gowdy**, BS, MS, PhD, Ohio State University
- **Lauren Lewis**, PhD, MBA, Apellis Pharmaceuticals, Inc.
- **Christie M Sayes**, PhD, Baylor University
- **AtLee Watson**, PhD, DABT, Inotiv
- **Kimberly Zaccaria**, PhD, DABT SRC, Inc.
- **Mamta Behl**, PhD, DABT, Neurocrine Biosciences, Inc.
- **Caroline Moore**, PhD, DVM, San Diego Zoo Wildlife Alliance
- **Daniel Spade**, PhD, Brown University
- **Haiyan Lu**, MD, PhD, Postdoctoral Representative, University of Louisville
- **Nada Daood**, Student Representative, Rowan University
- **Natalie Johnson**, BS, PhD, SOT Council Contact, Texas A&M University
- **Darryl Hood**, PhD, SOT Council Contact, The Ohio State University
- **Shannon Frohm**, SOT Staff Liaison, SOT Headquarters

EEOC welcomes the following new members and representatives to the committee this year:

Mamta Behl, Caroline Moore, Daniel Spade, and Nada Daood



Ideas for the SOT Undergraduate e-Newsletter?

Please Contact [Greg Landry](#) or [Christie Sayes](#), Newsletter Co-Leads

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